

ARIZONA COOPERATIVE EXTENSION ANNUAL PERFORMANCE REPORT EVALUATION CRITERIA (Sept. 2004)

APR Rating Scale:

- 5 = Truly Exceptional
- 4 = Exceeds Expectations
- 3 = Meets Expectations
- 2 = Needs Improvement
- 1 = Unsatisfactory

PROGRAM IDENTIFICATION AND DEVELOPMENT:

Objectives are supported by local needs and data with specific, client centered, quantifiable program objectives.

- 5 - Multiple information sources used including some issue specific data; formal needs assessment, adjusted programs based on assessments, interacted with campus/specialists/working groups and integrated identified needs; developed new programs or otherwise addressed identified needs. Short-, mid-, and long-term outcomes are clearly defined; measurable indicators are identified.
- 4 - Multiple information sources used to identify needs including some semi-formal group setting assessments involving clientele/stakeholders; adjusted programs based on assessments, interacted with campus/specialists/working groups and integrated identified needs. Short-, mid-, and long-term outcomes are clearly defined.
- 3 - Multiple information sources used to identify needs including some semi-formal group setting assessments involving clientele. Outcomes are clearly defined.
- 2 - Limited input used to determine program objectives; limited contact with clientele.
- 1 - Did not conduct needs assessment to identify current and emerging community needs. Did not involve clientele and stakeholders in program planning. Desired outcomes were not stated.

PROGRAM IMPLEMENTATION: *This section ties to the **Inputs** and **Outputs** sections.*

- 5 - The activities, products, and educational methods addressed identified needs and were timely; involved appropriate support personnel. Developed evaluation procedures and methods that documented achievement of program objectives. Employed a variety of educational methods and was creative in seeking solutions to complex educational problems and issues. Evidence of support, resources, contributions, or investments.
- 4 - The activities, products, and educational methods addressed identified needs; involved appropriate support personnel. Developed evaluation procedures and methods that documented achievement of program objectives. Evidence of support, resources, contributions, or investments.
- 3 - The activities, products, and educational methods addressed identified needs; involved appropriate support personnel. Evidence of support, resources, contributions, or investments.
- 2 - The activities, products, and educational methods were insufficient. Limited evidence of support, resources, contributions, or investments.
- 1- The activities, products, and educational methods did not address identified needs. No evidence of support, resources, contributions, or investments.

PROGRAM EFFECTIVENESS & QUALITY: *This section ties to the **Outcomes** and **Impacts** sections.*

- 5 - Achieved and documented measurable programmatic outcomes and impacts in multi-disciplinary, multi-cultural or multi-county program efforts. Significant and sustained outcomes and impacts.
- 4 - Consistently implemented programs that produced significant outcomes within individuals and communities.
- 3 - Outcomes achieved were documented in specific and measurable terms.
- 2 - Indicators were insufficient to measure outcomes.
- 1 - No evidence of outcomes achieved.

COOPERATIVE AND COLLABORATIVE TEAM EFFORTS: *This section is assessed from total packet.*

- 5 - Actively involved on program teams at county **and** multi-county **and** state levels, both intramural and extramural, in a variety of roles,.
- 4 - Actively involved on program teams at county **or** multi-county **and** state levels, both intramural and extramural,
- 3 - Cooperated and contributed to program team efforts.
- 2 - Contributions to program team efforts were minimal.
- 1 - Did not contribute to program team efforts.

GIFTS, GRANTS, CONTRACTS:

Yes – Actively sought internal and outside funding and in-kind contributions to supplement and complement state and local funding. Based on value of individual contribution.

No – Did not actively seek internal or outside funding and in-kind contributions to supplement and complement state and local funding. Based on value of individual contribution.

SERVICE:

- 5 - Served on county and state Extension committees/working groups and college or university level committees; assumed variety of leadership roles including serving as chair. Actively participated and contributed to the strengthening of state and national professional associations and community organizations.
- 4 - Served on county and state Extension committees and working groups; assumed variety of leadership roles. Actively participated and contributed to the strengthening of state and national professional associations and community organizations.
- 3 - Served on county and state Extension committees and working groups; actively participated in professional associations and community organizations.
- 2 - Amount of service was insufficient for position held.
- 1 - Did not participate in intramural and extramural service.

CREATIVE AND SCHOLARLY:

Scholarship is creative intellectual work that is validated by peers and is communicated. Higher level of scholarship (i.e., senior author) is expected more at associate and full rank than assistant rank. An average minimum of one peer reviewed work per year is strongly suggested for all levels.

- 5 - Developed numerous creative and scholarly works of various types; demonstrated a comprehensive knowledge of areas of program responsibility.
- 4 - Completed creative and scholarly works of various types in assigned subject area; communicated results to diverse audiences; communicated innovative program strategies to colleagues.
- 3 - Documented scholarly contributions; completed creative and scholarly works of various types in assigned subject area.
- 2 - Amount of creative and scholarly work was insufficient for position held.
- 1 - No documentation of scholarly contributions.

PROFESSIONAL DEVELOPMENT:

- 5 - Submitted a professional development plan. Participated in 50 "seat" hours of appropriate development training per year, which may include annual faculty conference, subject matter updates, regional meetings, professional association conferences, industry-sponsored training, seminars provided by private providers, and personal reading on position related topics.
- 4 - Submitted a professional development plan. Participated in 40 "seat" hours of appropriate development training per year, which may include annual faculty. conference, subject matter updates, regional meetings, professional association conferences, industry-sponsored training, seminars provided by private providers, and personal reading on position related topics.
- 3 - Submitted a professional development plan. Participated in 30 "seat" hours of appropriate development training per year, which may include annual faculty conference, subject matter updates, regional meetings, professional association conferences, industry sponsored training, seminars provided by private providers, and personal reading on position related topics.
- 2 - Participated in less than 30"seat" hours of appropriate development training per year.
- 1 - Did not participate in professional improvement.

HONORS AND AWARDS:

No criteria. Only comments provided.

Recommendation on approximate weight of categories for APR

60%Extension Programs

10%Service

20%Creative/Scholarly Works

10%Professional Improvement

Awards/Recognition (Comments Only)

The final score is an evaluative rating based upon the total package and is not necessarily a summative rating based upon the above weights.